REWORLDING

DOCTORAL NETWORK

Rethinking the role of ethnography in more-than-human participatory research and design education

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Workshop inhoud

1. Framing Reworlding & Atlas of Synergies (20 min)
2. Mini exercise: "Trace the entanglement" (10 min)
3. From tracing to method – from analysis to design (10 + 30 min)
   - Atlas as a "menu"
4. Reflection and discussion (20 min)

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More-than-Human Participation

The REWORLDING network is dedicated to investigating and outlining participatory design (PD) approach to enhance comprehension and establish participation between the diverse worlds in which individuals and groups reside and work, as well as the interconnected more-than-human worlds that they are entangled with to address socio-environmental challenges together.

"Re-tracing"

We aim at exploring the role of ethnography in the practice of "re-tracing": corrective to the decolonial reflexivity of words like 'discovering': we as researchers do not discover the world, but rather engage with traces of multiple worlds (Simonsen et al, 2014)

Critically reflecting on how our traditional ways of observing, describing, and explaining are falling short for dealing with the enormity of factual information about our current socio-ecological crises, but also the affective displacement, the emotional denials, that accompanies our exposure to it (Todd, 2021).

Aim: investigating ethnographical approaches for careful observations that would enable us to better capture how we are all connected to one another, to shift and multiply viewpoints, to develop new sensibilities and frameworks for seeing the world as multiple.

Mini– exercise "Trace the entanglement" (10 min)

- Participants work in pairs or small groups
- Provide one everyday case (e.g. a school building, a neighbourhood, or water in the city)

Task: re-trace together

- Who are the human actors?
- What are the more-than-human actors? (water, energy, soil, materials…)
- What relationships do they identify?

Extra

- Choose one relationship and briefly discuss:
  - What is often overlooked?
  - Where do tensions or conflicts emerge?

More-than-Human Participation

Ethnography
Everyday settings
Holistic view
Descriptive understanding
Member's point of view

Participatory Design
Respect for different knowledge
Opportunities for mutual learning
Joint negotiation of project goals
Tools and processes to facilitate design

Blomberg, Jeanette and Helena Karasti (2012) Ethnography: Positioning Ethnography within Participatory Design. In Simonsen, Jesper. & Toni Robertson (Eds.) Routledge International Handbook of Participatory Design. Routledge: New York, NY, USA. Pp. 86– 116.

Open questions

What is the role of ethnography in retracing complex entanglements of humans and non-humans?

What competences, tools and capabilities are required for the ethnographic researcher to re-trace human and non-human worlds and their interdependencies? What data to be collected, how to collect them?

How can ethnographic re-tracing support rethinking ways of being with others (to co-exists)? How to analyse re-tracing data?

How can ethnographic re-tracing of socio-environmental issues and the multiple viewpoint characterising them be rendered, represented and communicated in research and design?
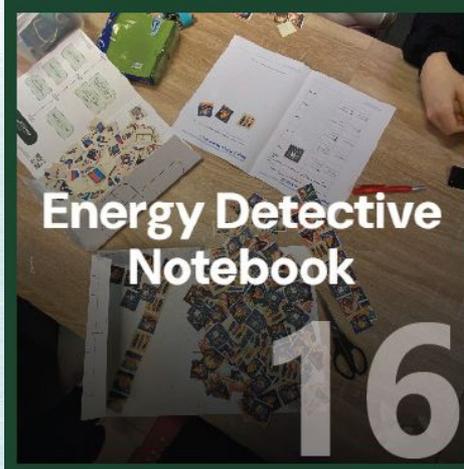
Case of Asli Kolbas – Reworlding PhD

Solar Heart Game by Asli Kolbas.

A participatory game co-developed with residents, partners and students that explores the relationship between people, housing and energy.

Shows how complex dynamics can be translated into learning materials and educational activities, with direct student involvement in research and design processes.

Energy Detective Notebook

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Energy Model-Maker

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The Sims Mediator

20

My Green House Challenge

22

Live project – Hacking the sun

Live project – Hacking the sun

From tracing to method: (From analysis to design – 10 min)

Moving beyond one single method (e.g. the game)

– Introducing multiple approaches from the Atlas of Synergies

Atlas of synergies as a "menu" of methods to choose from for the next exercise

– highlighted examples
– Option to explore via website (QR code)

REWORLDING

Atlas of Synergies

The Atlas of Synergies gathers research approaches that reveal how humans and more-than-humans shape and care for their environments. We call these approaches acts of retracing, stressing that they do not attempt to discover new worlds but follow existing traces - connections, dependencies and everyday ways of living in worlds that often remain unseen.

The atlas invites you to explore these retracing approaches, try them, and reflect on what they can mean for your own context. Do you have an approach to share? You can always reach us at info@reworlding.eu.

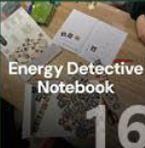Discover the Atlas of Synergies Online

Atlas of Synergies

The Atlas of Synergies gathers research approaches that reveal how humans and more-than-humans shape and care for their environments. Through retracing, these approaches do not attempt to "discover" new worlds but follow existing traces – connections, dependencies and everyday ways of living in worlds that often remain unseen.

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Observe   Wait   Listen   Autism   Communication   Intrest   Theatre   Participatory design   PAR   Political Action   Subalterns

Inclusion   Interaction   Visual Communication   Play   Critical fiction   Energy transition   Toolbox   Youth   Diffraction

Embodied relationality   More-than-human   Human-climate-relationship   Organic food   Food practices   Network   Farming   Exchange

Co-learning   Care   Agro-ecology   Producers   Challenge   Soil   Sensorial design   Ethnography   Storytelling   Podcast   Reflection

Transhumance   Landscape   Common lands   Nomadic   Speculative fiction   Imagination   Research-creation   Diversity   Culture

Migrants   Social integration   Costume   Everyday resilience   water

Search Atlas...

OWL-ing

Theatre of the oppressed

Peer Interaction

Energy Detective Notebook

Energy Model-Maker

The Sims Mediator

My Green House Challenge

Cloudwalk

Cloudwalk

Described by Xinquan Wen (author of the practice)

Diffraction   Embodied relationality   Care   Human–climate–relationship

Context

Cloudwalk explores how we can build deeper connections with our micro-climate in the context of the climate crisis. Cloudwalk, is an diffractive and immersive practice that explores the entanglements between clouds, wind, and landscapes through walking as a sensory and participatory method. Initiated in Malmö, this project follows the journey of a cloud from sea to city, investigating how urban environments shape atmospheric and hydrological flows. Scientific insights on cloud formations and movement patterns inform the practice, but rather than classifying clouds as fixed meteorological objects, Cloudwalk seeks to understand them as fluid, relational entities that connect human and more-than-human worlds. This project examines how participatory walking methodologies and inventive practices can foster care, collaboration, and collective learning.

Who: The current walkshop is designed for adults, yet it can be modified in order to become more kids friendly

When: Approximately three hours at afternoons (any time would work, yet more participants tend to be available during afternoons)

Where: The walkshop can happen as part of a hike, the location may vary. Ideally, the starting point should be an open field that allows for warm-up exercises and provides a clear view of the sky.

Description

Warm-up phase: To begin the walkshop, the participants are guided in tuning into the presence of clouds by connecting with their own breath. Through deep inhalations and exhalations, and by observing the edges of the clouds, they will try to experience their liveliness and subtle rhythms.

Next, they will explore the sensation of wind by amplifying its force using a plastic bag or a piece of light cloth. This embodied exercise invites us to imagine being carried by the wind - another way to relate to clouds, even if the wind at ground level differs from that in the sky.
The moderator will also introduce the diversity of cloud types and their plural, shifting forms to set the stage for our exploration.

Forming Groups and Selecting a Collective Cloud:
Together, participants will choose a cloud to observe. Though clouds are inherently plural and shifting, they begin by treating one as a singular entity. Standing in a loose formation, they will try to map the cloud's shape from our positions on the ground - like a living diagram seen from above.

After this shared mapping, they will divide into groups. Each group will select a section of the cloudscape to follow, collectively deciding which part they are drawn to.

Following Clouds:
Each group will begin a slow, intuitive walk to follow their chosen cloud fragment. The moderator will provide a set of guiding questions for inspiration, though groups are welcome to focus on their own lines of inquiry. Suggested guiding questions can be: What do your clouds resemble? How many colors can you see in your cloud? Do similar colors appear in your surroundings?

Recap and Reflection:
The participants will regroup to share our experiences - our stories, observations, and any emotions or insights gathered through this encounter with clouds, sky, and the space around us.

Engagement with more–than–human entities

Clouds are driven by wind, formed by the evaporation and transpiration of water on the ground. The awareness of the intimate interconnectedness can lead to a soft kind of claiming (a phrase articulated by Matthias from MoB (Museums of Belgium), which means claiming the sky in an open manner, not as in occupying or owning it permanently, but more like recognising or rediscovering it), it is humble (I can only know the sky through my apparatus), inviting (leave room for others), and full of curiosity (the diversity and depth of sky offer unlimited possibilities to explore). These qualities (awareness, humble, inviting, full of curiosity) require time and space to germinate. Therefore, phasing and slowing down play important roles during cloudwalks.

Interpretation as "retracing"

Drawing on Karen Barad's notion of diffraction, the Cloudwalks activity shows how data generation in Participatory Design (PD) can move beyond reflective or representational modes toward relational, situated, and entangled understandings. Rather than capturing singular, fixed "truths," the recordings of participant conversations, gathered with consent, capture the ways in which meaning and matter emerge together through intra-actions within the environment.
For example, a participant's description of the interplay of sunlight, clouds, trees, and wind was not merely observational but was shaped by the embodied, sensory, and more-than-human relations unfolding in the moment. Similarly, the challenge of locating clouds without fixed reference points prompted a reliance on relational language, revealing how participants collectively co-construct meaning in context.

By "retracing" these rich and diffractive dialogues during later analysis, researchers are not simply revisiting static data but are re-engaging with situated intra-actions that generated the experiences in the first place. This approach enriches PD data collection by:

- foregrounding environmental entanglements as part of the dataset;
- capturing co-created meanings in process rather than isolated participant outputs;
- and acknowledging that the context is constitutive, not incidental, to the data.

In contrast, a leaflet-based task I prepared for Cloudwalk asking participants to trace their path encouraged more representational responses, which risked diverting attention from the embodied present moment. This comparison underscores the methodological value of designing activities that maintain participants' immersion in relational and dynamic contexts during data generation.

Toolkit

The cards and a casestudy can be found on the ReWorlding website.

References

Springgay, S., & Truman, S. E. (2018). *Walking Methodologies in a More-than-human World: WalkingLab.* Routledge. https://doi.org/10.4324/9781315231914

Amsterdam School for Cultural Analysis. (z.d.). *Walking as Research Practice (WARP).* https://asca.uva.nl/content/research-groups/warp/walking-as-research-practice.html

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Asparagus socialities

Described by Anna Tudos (Author of the practise)

`Food practices`   `More-than-human`

Context

Asparagus socialities is an ethnographic research interwoven with arts-based methods in a prominent agricultural region, the Upper Adige valley in South Tyrol. It supports to understand entanglements around a certain crop, the asparagus.

Description

Eating is an entangled act. Through consuming plants, we are connected to not just processes of growing, caring for, or preserving plants, but also the ecological landscapes and the many more-than-human actors that the plants are in relation with. Through eating, humans acknowledge and act out the interconnectedness of life on Earth, however, this is increasingly difficult to notice. Our contemporary food systems and agricultural processes make sure that us, humans, have access to sufficient and varied ingredients and food to eat. However, with increasing globalisation, urbanisation and the automation of growing processes to support mass-scale growing particularly in the Western world, agriculture is not often regarded as a multispecies infrastructure.

Using arts-based methods and critical posthuman theory, this multispecies ethnography aims to foreground the actors entangled with asparagus and highlight certain needs and relations around the plants that have a shaping effect for landscapes, social dynamics and cultural patterns (Braidotti & Hlavajova, 2018). In this way, I don't follow communicative or interactive acts and features of the plant, instead, I explore how 'asparagus' as we know it is constituted in relation with others, through reactions and transformations (Tsing, 2013). To draw out these relations, I explore the diverse biological form of the plant, what it documents and what it prescribes. For example, flavour is one aspect through which the asparagus acts. Another aspect is its form(s) beyond the form we know, for example the asparagus plant that grows into a bush and provides habitat for plenty insects. Through the socialities lens, we can also analyse the asparagus assemblages: where does the plant grow or who is it surrounding itself with. Place, in this instance is understood as a multiplicity of worlds, mediated and shaped by plants (Ogden et al, 2013). Through the assemblages, we can see connections to the landscape, especially the role of the river that carved the valley and how human activity transformed its former flood area after it has been regulated.

This multispecies ethnography aims to uncover dynamics through a close relationship with the landscape: field-based observations and place-based knowledge cultivation are two key strategies of the study (Tsing et al, 2024). This process involved walking the fields with people in close relationship with the plant, taking part in harvesting, processing work as well as other activities such as festivities or guided tours. Drawing from socially engaged art, and the anthropological practice of field drawings; I started by reimagining how drawing in this multispecies context could be used to connect place, experience and cultural data.

Drawing or sketching are common practices in ethnographic fieldwork that allow focused attention in contrast to instant photographs or video recordings (Azevedo & Ramos, 2016). The resulting ethnographic drawings are post-representational, meaning they don't wish to capture the form of the plant or its environment perfectly, as it is visible to the eye. They are interpretive tools used to think through socialities. Drawing plants in this context revealed their interconnected nature instantly, as it was difficult to find where the drawing/ the plant might end. For example, soil worlds are a crucial part of the 'asparagus story', however invisible to human eyes. Drawing revealed that the relations of the asparagus go beyond the close 'plant community'.

The research goes deep into a local phenomenon, but the results are pointing at larger processes such as transforming landscapes, loss of nature connectedness, and the particularities of seasonal labour conditons. Following on from this, and applying critical post-human theory, the drawings became research tools to engage with two groups of human actors in the asparagus socialty, the farmers and the seasonal workers. Through sharing the drawings, discussing, and editing them together, important discussions were catalysed, blurring the dychotomies between the wild and domesticated, the green and white and the South Tyrolian and Romanian asparagus.

In conclusion, I understand plants, and specifically the asparagus as political and entangled in other challenges such as land use, fair labour conditions, cultural identity and technological innovation. Weaving together the embodied experiences from fieldwork and arts-based methods, I was able to see what the plant does, not just what we think it is.

Engagement with more-than-human entities

Re-tracing asparagus socialities is a multispecies ethnographic research, centring on a concrete more-than-human, the asparagus. Through mapping its socialities, it asks what the asparagus does in relation with other actors, human or more-than-human and how it shapes its environment and beyond. These socialities take us beyond the plant, connecting the micro with macro levels, and pointing out the interconnectedness of all life. Choosing an edible plant is also an active stance for pointing out how these entanglements are invisible to most consumers. Even when we interact with the plants in question closely through common rituals such as cooking and eating, we don't see them as living actors with social power, in their other forms.

More on Asparagus Socialities

For more details on this approach to 'retracing' and the asparagus case study, including tools and methods, visit the ReWorlding website: https://reworlding.eu

References

Azevedo, A., & Ramos, M. J. (2016). *Drawing close-on visual engagements in fieldwork, drawing workshops and the anthropological imagination*. Visual Ethnography, 5(1).

Braidotti, R., & Hlavajova, M. (Eds.). (2018). *Posthuman glossary*. Bloomsbury Publishing.

Ogden, L. A., Hall, B., & Tanita, K. (2013). *Animals, plants, people, and things: A review of multispecies ethnography*. Environment and society, 4(1), 5-24.

Tsing, A. (2013). *More-than-human sociality: a call for critical description*. In Anthropology and nature (pp. 27-42). Routledge.

Tsing, A. L., Deger, J., Saxena, A. K., & Zhou, F. (2024). *Field guide to the patchy Anthropocene: The new nature*. In Field Guide to the Patchy Anthropocene. Stanford University Press.

Platform Cooperative Guide and Coop deck

Described by Anannya Bhowmik

Communication Participatory design Interaction Co-learning Toolbox

Context

The *Platform Cooperative Guide* and *Coop Deck* were developed during the ReWorlding project for entrepreneurial citizens and can be used during ideation sessions, in self-organised groups or individually. They were first tested at the International House North Denmark and Aalborg Library, and will later be made publicly available online.

Description

Platform Cooperative Guide, accompanied by the *Coop Deck,* was designed upon reflecting the needs and worldviews of research participants - how they might look at platform cooperatives. For them, if it is a way of doing business, that goal needs to be clarified. Here "cooperativism" took a back seat, and the concepts evolved as a reflective aspect.

Coop deck consists of 14 different platform cooperative cards around the globe, and new cases are being updated at regular intervals. Each card had a concise description, headquarter location along with a small icon denoting the service category, such as food delivery, digital goods, hospitality, etc. The information on these cards was crafted to spark curiosity at a glance by providing the key information such as service offerings, scale of business etc. The back of the card had the QR code, upon scanning, the participants would land in the *Platform Cooperative Guide.* The guide had the detailed description of the platform cooperative along with related newspaper articles, research papers, podcasts, etc. These tools serve as an onboarding tool of communication as a new participant engages in the conversation with the researcher. Hence, these tools are constantly getting updated with each citizen interaction; for example, an FAQ section related to profit sharing was added based on the multiple discussions and interactions that took place within this group.

Engagement with more-than-human entities

This toolkit could expand on technology as "more-than-human"; and mediate conversations about technological ethics and governance, helping communities negotiate how technologies shape platform cooperatives

Just as Coop Deck curates traces of platform cooperatives, a similar approach could be used to map and visualise socio-ecological infrastructures involving non-human actors - such as pollinators, water systems, soil microbes, or urban wildlife. Each card could represent a species or ecological process, highlighting its role in sustaining human and non-human life, its vulnerabilities, and its interactions with human activities. QR codes could link to multimedia resources (scientific studies, indigenous knowledge, podcasts) that deepen understanding of these interdependencies.

Interpretation as "retracing"

The toolkit resulted from the retracing practice of curating knowledge about global platform cooperatives, from the angle that is useful for the targeted population i.e. unemployed residents of Aalborg considered as marginalised population.

The iterative updates, such as adding FAQs based on citizen interactions - reflect a continuous retracing process, where knowledge is not static but evolves through dialogue and collective sense-making. This dynamic approach challenges dominant narratives of platform capitalism by surfacing alternative practices and values, enabling participants to critically reflect on what infrastructures exist, how they operate, and what socio-economic imaginaries they embody.

Case Study & Toolbox

These tools were created prior to *the Ideation Workshop* organised on 20th May, 2025, at IHND premises to explain the concept of platform cooperatives that could create jobs for themselves.

Followed by an icebreaking session and brief presentation on the platform cooperative model, *Coop Deck* was introduced to the self-organised participant groups to come up with a business idea or reimagine their business in cooperative form.

A toolkit is being developed to support entrepreneurial citizens. The toolkit is still in a prototype phase and will be available online soon on the ReWorlding website.

References

Palmieri, T., Huybrechts, L., & Devisch, O. (2019). Co-producing, curating and reconfiguring dwelling patterns: A design anthropological approach for sustainable dwelling futures in residential suburbs. Design Studies, 64, 101011. https://doi.org/10.1016/j.destud.2019.04.002

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Volunteering in organic farm

Described by Júlia Tena Mensa, based on Flachs (2013)

Co-Learning   Exchange   Farming   Care

Description

Volunteering and solidarity activities have been tools employed in ethnographies to gather information from an active position by the researcher. This positionality brings a new perspective on the context being studied, while also enhancing closer and trusted relationships with the participants.

As part of farm visits planned for research in the framework of ReWorlding, it was suggested by the producer to join the volunteer visit of a programme managed by an external association. In this farm, the volunteers help the producer on Mondays. After the first day, it was decided that the researcher would attend every week.

These regular volunteering days with the association provided the researcher with immersion in a context not accessible through interviews or farm visits alone. Being present and working allowed the researcher to share the ordinary moments of working on a farm.

These days would consist of the organisation and distribution of tasks over a coffee in one of the greenhouses, a morning of work on specific tasks, and having lunch together. By sharing with other people the space, the activity, and in some cases, the exhaustion, the researcher fostered informal relationships and conversations on personal stories or opinions on food, political, and social movements.

In this way, the farm visits combined participant observation together with volunteering, resulting in the creation of several days of fieldnotes and the development of awareness and understanding of farm work, its practices, and routines.

Engagement with more-than-human entities

Farming labour, and specifically on an organic farm, is an activity in which connection with the more-than-human is part of it. As part of organic farms, the production is based on the care of the plants more than their exploitation. In this way, the researcher learned to establish a relationship of respect between themselves, the human acquiring the fruit to be sold as a commodity, and an existing living being.

In this relationship of respect and care, the researcher developed an understanding of how to provide optimal conditions within the built environment of a farm. They also learned how to observe the whole living system on the farm and how all its elements are interconnected.

Interpretation as "retracing"

Other methods, such as focus groups or interviews, are able to tackle particular issues efficiently. Even though volunteering requires more time and resources, volunteering on the farm provided the researcher with the extensive opportunity to observe firsthand the range of issues that were covered in the interviews.

In this way, the researcher was able to develop a closer relationship with the farm and the producer by combining the two approaches. Re-tracing meant, hence, working by being there, doing the work by participating in an active manner to the farm work and to the volunteers work.

Case study

Volunteering work was part of the ReWorlding project, carried out in an association based in Karlovac. The Karlovac area is one of the poorest in the country, with almost 30% of the population in risk of poverty. Volunteers of the association assist local farmers in the production of food, which is then purchased at a reduced price. The association subsequently distributes the food to people in need, acting as an intermediary between producers and consumers.

References

Flachs, A. (2013). Gardening as ethnographic research: Volunteering as a means for community access. *Journal of Ecological Anthropology*, 16(1), 97–103.

Energy Detective Notebook

Described by Aslı Kolbas (author of the practice), based on Map-it (Huybrechts et al, 2012)

Critical fiction   Interaction   Energy transition   visual communication   Play

Context

The *Energy Detective Notebook* is a playing exercise developed for a group of youth during one of the play session at the Youth Center, GIGOS Nieuw Kempen.

Description

This tool was developed during the ReWorlding project for youth to observe and record energy use in their homes, asking about specific items and habits. This approach, potentially utilising visual aids like stickers to bridge language barriers, fostered tangible engagement and anchored the abstract concept of energy usage to their lived experiences. It built upon initial observations and contributed to the iterative development of project tools.

This exercise was observed to be a fun one, but due to being one of the first attempts, we could not capture too much of their attention and having paper and pen could have felt like a homework task.

Engagement with more-than-human entities

This project demonstrates indirect engagement with more-than-human entities through the mediation of energy flows and domestic technologies. The youth are observing and recording energy use through household items and appliances, which act as interfaces between human activity and broader energy systems. The energy itself represents a connection to more-than-human networks – power grids, natural resources, and infrastructure systems that extend far beyond the home. However, the engagement appears primarily anthropocentric, focusing on human habits and consumption rather than explicitly recognizing the agency or relationships with non-human actors in energy systems.

Interpretation as "retracing"

Embodied knowledge: The project shows how abstract concepts (energy use) become meaningful when anchored to lived experiences and familiar spaces

Iterative tool development: The recognition that initial attempts didn't fully capture attention demonstrates the importance of responsive, adaptive research methods

Multimodal communication: The use of visual aids like stickers suggests that effective data generation may require moving beyond traditional academic formats

Temporal dimension: The project builds on "initial observations," indicating that retracing involves returning to and building upon previous engagements rather than one-off data collection

Toolbox

This toolkit combines observational recording sheets and visual communication aids to support the documentation of everyday energy-use patterns. The recording templates help capture behaviours, routines and interactions with energy systems in a clear and structured way. To overcome language barriers, the toolkit also includes visual elements such as stickers and graphic icons, making the materials easy to use in diverse contexts.

All materials are accessible through the ReWorlding website.

References

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OWL-ing

Described by Carolina Carvalho & based on Pepper te al 52014

Observe   Inclusion   Listen   Autism   Language

Context

OWL-ing is a technique widely used within the Autism community. It aims to encourage inclusion by respecting and valuing each individual's timings and rhythms. Equally, it opens space for multiple forms of interaction and communication.

Description

OWL stands for Observe, Wait, and Listen and it is offered as a method to encourage Autistic people to lead in their interactions and choose their preferred ways of communicating.

As a first step, observing gestures, actions, points of focus,… may indicate some of the person's interests.

Waiting allows for the Autistic person to understand they have space to take initiative in starting the interaction, through their chosen method.

Finally, listening, actively and until the end, can empower the Autistic person to feel more confident in the importance of the content and form of their message, encouraging them to further express their interests.

Engagement with more-than-human entities

OWL can enhance engagement with the physical space (for instance the architecture of sensory rooms and accessible construction/ decoration)

Interpretation as "retracing"

OWL enhances attention for temporalities of actors whose data we are collecting.

OWL foregrounds observation rather than immediate action to gather information.

OWL reimagines interactions within PD contexts to incorporate care and acknowledgement of different actors' communication needs and interests

Case Study

An organisation part of the ReWorlding network made sure that in the group sessions the participants had the chance to explore the space alone before the group sessions started. This meant that they would be able to gather some knowledge on how the person behaved in that setting and what kind of activities they'd gravitate towards. To add to this, the participants were encouraged to be in full control of their interactions and the areas they wanted to spend time in.

Facilitators would provide help when requested (or in concrete situations if needed), but would otherwise take a step back and introduce activities based on the interests shown by the participants. An important consideration that was taken into account by the facilitators was also the social aspect of these groups. They set up groups based on observation of the participants and how different individuals could match each other's interests, to develop friendships and social skills.

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Assignment: design your method (30 min)

- Choose one Atlas method as a starting point (or combine two methods)
- Task
  - How would you use this method to explore or discuss the network you traced?
  - What would you adapt for an educational or service-learning context?
  - Which more-than-human actors are involved, and how do you engage them?
- Guiding questions
  - Which actors would you centre?
  - What activity enables participants to actively engage with them?
  - How do you translate this into a learning setting?
- Sharing
  - Each group presents their mini-method
  - 2–3 minutes per group

Reflection and discussion (20 min)

- Sharing experiences, observations and insights from the session
- Reflecting on how participatory methods can be integrated into education (from PhD projects to bachelor and master courses)
- Exploring the use of "re-tracing" in service-learning and teaching practice
- Open space for questions and exchange

- Guiding questions
  - What stood out during the tracing and method design?
  - Which insights from the Atlas were most useful?
  - How could you integrate this approach into your own teaching or projects?
  - What challenges do you see in working with more-than-human actors?